

A9 – Systematic Screening: Detecting & Supporting Students with Internalizing Behaviors

Presenters:

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- Topic: Data-based Decision Making
- Keywords: Screening, Behavior, Tier 1



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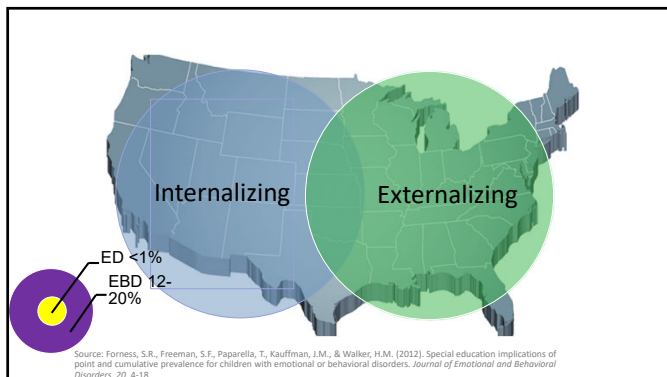
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Agenda

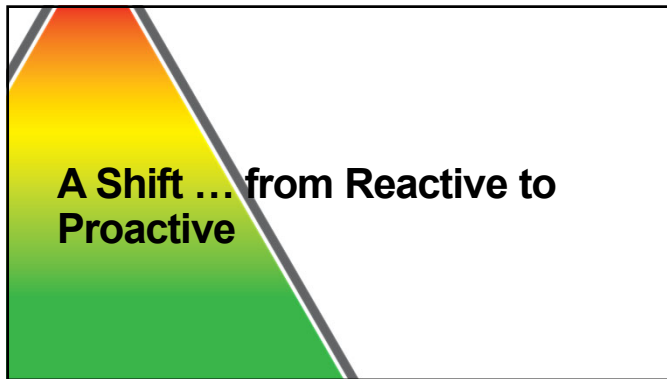
- Welcome & Introduction to Systematic Screening
- Systematic Screening: An Illustration
- Transparency, Access, & Collaboration
- Considerations for Screening PK-12 in the COVID-19 Era
- Planning for Next Steps



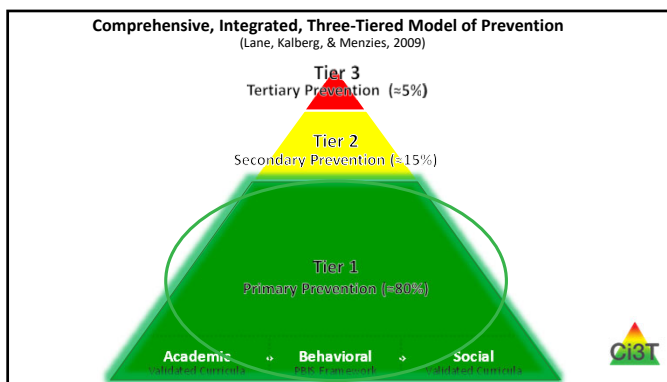
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Area II: Academics Responsibilities

Faculty and Staff:

- Teach core programs according to district and state standards with integrity.
- Use proactive evidence-based strategies to support students' active engagement.

Remote Learning

- Use proactive evidence-based strategies to support students' active engagement.
- Maintain online classroom platforms with learning activities connected to the weekly learning outcomes.
- Communicate at least weekly with families and students.

Resources for Educators

Teaching Tips for Educators: Designing for Success
 Teaching Tips for Educators: Implementing with Success
 CIST Blueprint A Primary (Tier 1) Plan Template for 2020-2021 Academic Year
 CIST Integrated Lesson Plan Template

CIST Exemplars for Hybrid (In-person and Remote) Learning Experiences (2020-2021)

CIST Implementation Manual: Elementary School Exemplar
 CIST Implementation Manual: Middle School Exemplar
 CIST Implementation Manual: High School Exemplar

Low-Intensity Strategies for Virtual Learning Environments

Virtual behavior specific praise: Implementation checklist | Infographic
 Virtual instructional choice: Implementation checklist | Infographic

Supporting Behavior for School Success
 A Step-by-Step Guide to Key Strategies

Kathleen Jones Lane, Holly Mariah Menzies, Peter Pardo, Emily, and Sherry Pardo

Opportunities to Respond

Behavior-Specific Praise

Active Supervision


Instructional Feedback

High-p Requests

Precorrection

Incorporating Choice

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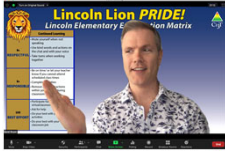
Area II: Behavior Responsibilities

Faculty and Staff:
Implement Positive Behavioral Interventions and Supports (PBIS) with integrity.

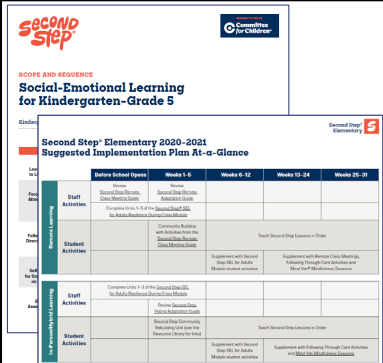
- Teach all setting Expectations within the first week of school and reteach Expectations (monthly).
- Display and model school-wide expectations in classrooms and other key settings.

Remote Learning

- Teach Expectations for remote learning.
- Set clear Expectations for your students' learning times allowing for flexibility for unique family needs.



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Area II: Social Responsibilities

Faculty and Staff:
Teach schoolwide social skills/ character education curricula with integrity.

- Teach daily Second Step® lessons (link to grade level instructional schedules)
- Seek ways to engage parents as partners in the school program

Remote Learning

- Begin each lesson with a connection to the social skills needed to fully engage in the lesson.
- Utilize online Second Step® resources to continue regular social skill lessons with asynchronous activities as well as synchronous lessons.

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Area I: Academics Responsibilities

Faculty and Staff will:

- Use district mandated curriculum and instructional resources in the classroom.
- Use proactive strategies to increase student engagement. Examples:
 - Active supervision
 - Instructional feedback
 - Instructional choice
 - Increased opportunities to respond
 - Behavior specific praise
- Use knowledge data to consider student Tier 2 and Tier 3 Needs – Use the intervention grids to guide selection of appropriate interventions.

Area II: Behavior Responsibilities


Faculty and Staff will:

- Implement the Positive Behavioral Interventions and Supports (PBIS) with integrity.
- Teach all setting Expectations within the first week of school and reteach Expectations (monthly).
- Display and model school-wide expectations in classrooms and other key settings.
- Teach Expectations for remote learning.
- Set clear Expectations for your students' learning times allowing for flexibility for unique family needs.

Area III: Social Skills Responsibilities

Faculty and Staff will:

- Teach weekly Positive Action lessons.
- Model social skills expected of students.
- Agreements and the communication with students and parents/guardians.
- Seek ways to involve parents/guardians.



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Ci3T Primary Plan: Procedures for Teaching

Topic	Academic Objectives	Social Skills Objectives	Behavioral Expectations	Teacher Reflection	Active Supervision	Behavior Specific Praise	High P Request Response	Instructional Choice	Instructional Feedback	Opportunities to Respond	Precorrection
Equitable Access and Inclusion											
Academic Objectives											
Social Skills Objectives											
Behavioral Expectations											
Active Supervision (AS)											
Behavior Specific Praise (BSP)											
High P Request Sequence (HPS)											
Instructional Choice (IC)											
Instructional Feedback (IF)											
Opportunities to Respond (OTR)											
Precorrection (PC)											
What went well?											
What did not go as expected?											
What would I change in the future?											

Choice **BSP** **Precorrection** **OTR** **Active Supervision**

Ci3T

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Setting up for Success at Home

Ci3T Primary Plan: Procedures for Teaching

resources for Families

- Setting up for Success at Home
- Setting up for Success at Home Resource Graphic Organizer
- Setting up for Success at Home Resource 1 - Plan for Safety First: Set Routines
- Setting up for Success at Home Resource 2 - Schedule for Success
- Setting up for Success at Home Resource 3 - Set and Teach Expectations
- Setting up for Success at Home Resource 3.1 - Expectation Matrix Template (editable)
- Setting up for Success at Home Resource 4.1 - Behavior Specific Praise Checklist
- Setting up for Success at Home Resource 4.2 - Choice Checklist
- Setting up for Success at Home Resource 4.3 - Precorrection Checklist
- Setting up for Success at Home Resource 4.4 - Active Supervision Checklist
- Setting up for Success at Home Resource 5 - Emotional Well-being

Resources for Administrators

<http://www.ci3t.org/covid>

SETTING UP FOR SUCCESS AT HOME

Using Ci3T Structures to Facilitate Positive, Productive, Continuous Learning Opportunities During the COVID-19 Crisis

Resource 1 Plan for Safety First: Set Routines

Resource 2 Schedule for Success: Expectation Matrix Template (editable)

Resource 3 Set and Teach Expectations: Expectation Matrix Template (editable)

Resource 4.1 Behavior Specific Praise Checklist

Resource 4.2 Choice Checklist

Resource 4.3 Precorrection Checklist

Resource 4.4 Active Supervision Checklist

Resource 5 Emotional Well-being

Visit ci3t.org/covid

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Ci3T Primary Plan: Procedures for Reinforcing

SETTING UP FOR SUCCESS AT HOME

Ci3T + ENHANCE

Virtual POSTCARD

Dear SFES Ci3T Leadership Team

This card is being sent to you to acknowledge your dedication in supporting your students and families!

SETTING UP FOR SUCCESS AT HOME

Ci3T + ENHANCE

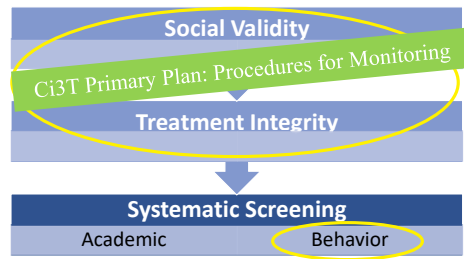
Virtual POSTCARD

Dear SFES Ci3T Leadership Team

This card is being sent to you to acknowledge your dedication in supporting your students and families!

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Essential Components of Primary Prevention Efforts



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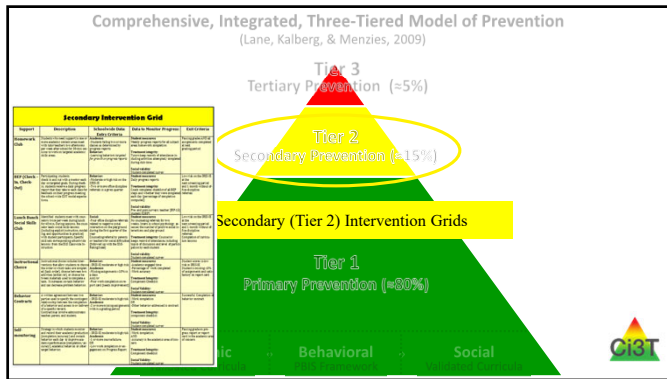
Examining Academic and Behavioral Data

TEACHER NAME: R. Collins		Date: December 2014															
		1 Average or Above 2 Below Average 3 Well Below Average		0-3 Low 4-8 Moderate 9-21 High		0-1 Low 2-3 Moderate 4-15 High (Preliminary)		0-1 Low 2-3 Moderate 4-15 High (Preliminary)		0-1 Low 2-3 Moderate 4-15 High (Preliminary)							
Student Name	Student ID	AIMSweb Reading	AIMSweb Math	Behavior	SRSS-E7	SRSS-6	SRSS-6	SRSS-6	SRSS-6	SRSS-6	SRSS-6	SRSS-6	SRSS-6	SRSS-6	SRSS-6	SRSS-6	Total Days Absent
Abley, Abby	2210	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
Alwell, J Monte	2013	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Borish, Peter	2021	2	2	4	4	4	4	4	4	4	4	4	4	4	4	4	0
Booker, Abby	2001	1	2	0	2	2	2	2	2	2	2	2	2	2	2	2	9
Carroll, Ashley	2102	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	8
Cox, Lucille	2002	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	8
Hartman, Erin	2017	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jahira, O Tam	2102	3	2	0	2	2	2	2	2	2	2	2	2	2	2	2	2
Jayliss, Jesse	2009	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Ortega, Kelly	2009	1	2	0	2	2	2	2	2	2	2	2	2	2	2	2	5
Parker, Stephanie	2004	1	2	4	4	4	4	4	4	4	4	4	4	4	4	4	1
Paul, Timothy	2010	1	1	3	3	3	3	3	3	3	3	3	3	3	3	3	1
Reed, Sandra	2002	3	0	1	1	1	1	1	1	1	1	1	1	1	1	1	3
Terry, Blake	2018	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Wellington, Jasper	2215	2	3	14	14	14	14	14	14	14	14	14	14	14	14	14	0

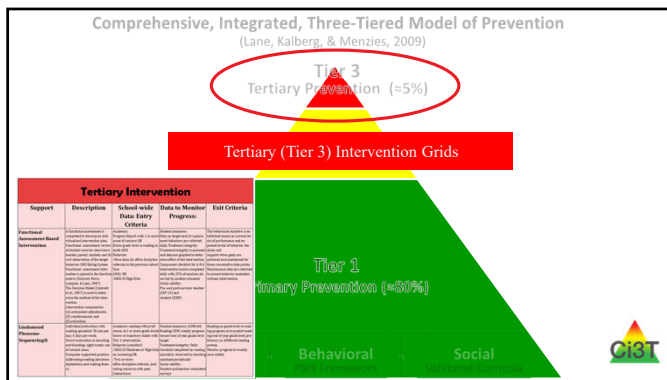
Lane, K. L., Mendler, H. M., Ellis, R. P., & Oakes, W. P. (2015). *Supporting Behavior for School Success: A Step-by-Step Guide to Key Strategies*. Guilford Press.

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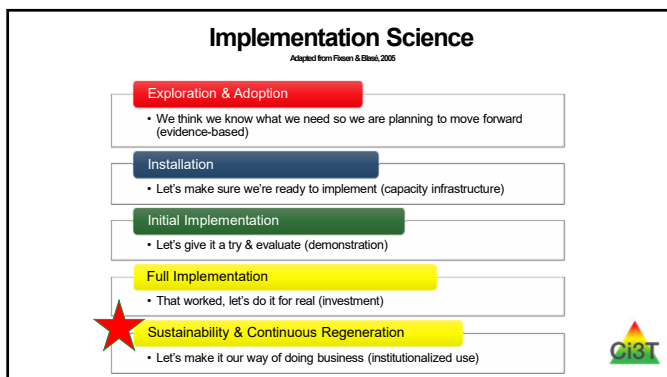
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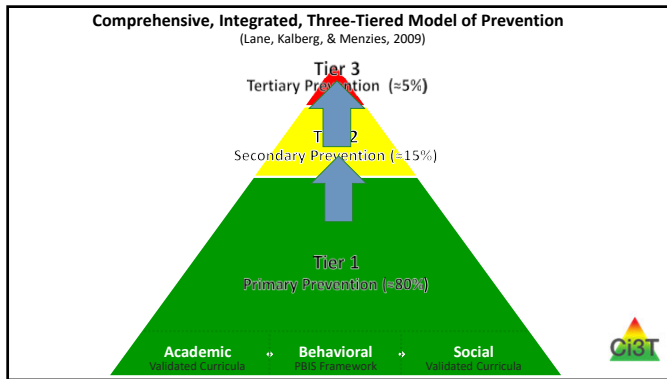
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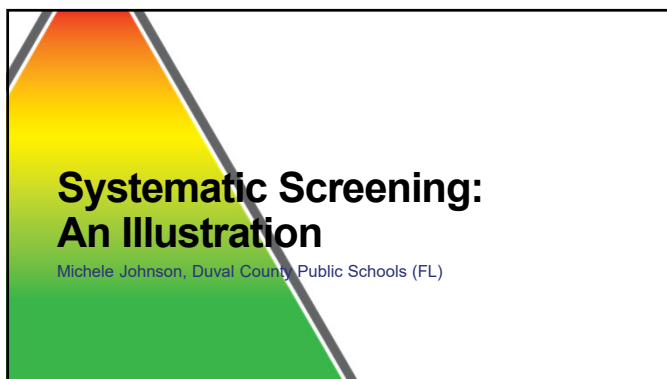
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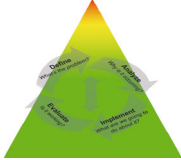
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Universal Social-Emotional Screening within a Multi-Tiered System of Support
Duval County Public School's Journey



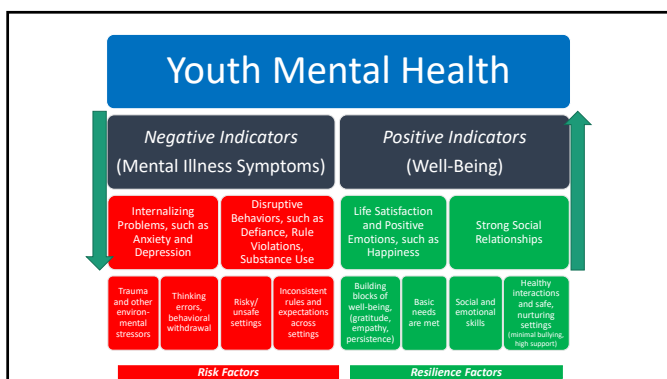
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Universal Social and Emotional Screening System: What and Why?



- Grant Objective: target schools will use an evidence-based universal mental health screening procedure to identify youth in need of additional mental health supports
- Screening as part of a coordinated and comprehensive school mental health program
- Florida Senate Bill 7026/7030 Marjorie Stoneman Douglas High School Public Safety Act

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The Process of Implementing the Screening System into MTSS at Duval

Planning

- Obtaining district, staff and family buy-in
- Allocating resources through grant funding
- Addressing ethical and legal/liability considerations
- Selecting the right standardized screener for our school/district
- Ongoing training and professional development
- Identifying and coordinating resources at all Tiers

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BIMAS 2 Behavior Intervention Monitoring System

- Measure of social, emotional and behavioral functioning
- Behavioral Concern Scales-Identify Risks
- Adaptive Scales-Identify Strengths
- 34 question instrument
- Administration time 5-10 minutes
- Online web-based data management system
- Teacher report ages 5-18
- Student Self report ages 12-18 years



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Why we selected the BIMAS-2

- Examines strengths in addition to areas of concern
- Brief instrument
- Progress Monitoring component
- Data Package
- Data used to address school-wide trends and identify students at risk
- Grant funding for purchase



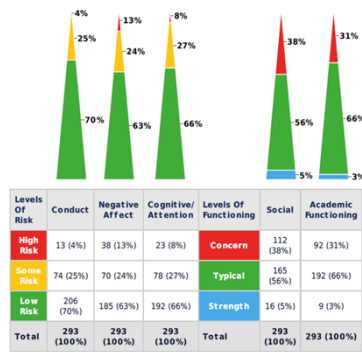
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Implementation of the BIMAS 2

Initial small sample size 6 schools one grade level
 Yearly scaled up
 Year 3 District Wide Screening in grades 3, 6 and 9
 Whole school screening for 8 RISE grant Middle Schools
 Professional Development for school coordinators
 SharePoint site for all documents, videos and resources
 Passive consent parent letters distributed in multiple languages
 Data team loaded the platform into student email for self-report
 Administered in the ELA classes on staggered administration window
 Online monitoring during administration for highest risk item

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Data Presentation



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Next Steps

- Students completed the self-report version of the instrument
- Guidance provided by the district for review of data
- T2/T3 team reviewed overall data to determine if students needed additional support
- T1 team to address universal supports for "social" category
- Gated screening process for students at high risk, especially for suicide

BIMAS 2 Visit the BIMAS 2 SharePoint site for the screening tool and data.

Next Steps

If answered greater than "never" on question 24 (Did thoughts of hurting myself/oneself):

- Meet with the student at least once a week and tell them they are meeting with you because of their response to question 24 on the screener. The Point of Contact at your school will receive a daily email containing a list of students who flagged for this question on the screener that day. Students will be meeting based on the degree to which they reported the frequency of thoughts of self-harm (level 1 being the lowest and level 4 being the highest). It is recommended to begin meetings with students at addressing level 4 or 3 first, however, of students who have flagged will require follow-up.
- Ask them directly, "Are you thinking of killing yourself?" If the answer is yes ask:
 - "Have you decided how you would kill yourself?"
 - "Have you decided when you would do it?"
 - "Have you seen any tools to do it?"
 - "Have you decided the things you would need to carry out your plan?"
 If answer is higher level planning means greater risk, but lower level planning does not mean that there is no risk. If a student answers "no" to "Are you thinking of killing yourself?" you will still call the district crisis hotline 800-235-2325 but it is important to ask questions A, B, & C to take as much information as possible in the crisis response before to your reporting materials from Youth Mental Health First Aid for information about suicidal ideation and behavior.
- If a student answers "no" to your meeting with them review the student's early warning indicator data (attendance, academics, & discipline) to make a data-informed decision about interventions/requests for the student within the context of BIMAS, which may or may not include a referral to G.A.L@BIMAS2.BIMAS2.

Guidelines:

If a student falls in the Low, Some, or High Risk category on any of the BIMAS 2 Scales refer to the Tiered Intervention Matrix below for appropriate interventions and supports.

	Conduct	Negative Affect	Cognitive/Attention	Social	Academic Skills
HIGH RISK	<ul style="list-style-type: none"> 1. Immediate referral to crisis services 2. Immediate referral to mental health services 3. Immediate referral to medical services 4. Immediate referral to law enforcement 	<ul style="list-style-type: none"> 1. Immediate referral to crisis services 2. Immediate referral to mental health services 3. Immediate referral to medical services 4. Immediate referral to law enforcement 	<ul style="list-style-type: none"> 1. Immediate referral to crisis services 2. Immediate referral to mental health services 3. Immediate referral to medical services 4. Immediate referral to law enforcement 	<ul style="list-style-type: none"> 1. Immediate referral to crisis services 2. Immediate referral to mental health services 3. Immediate referral to medical services 4. Immediate referral to law enforcement 	<ul style="list-style-type: none"> 1. Immediate referral to crisis services 2. Immediate referral to mental health services 3. Immediate referral to medical services 4. Immediate referral to law enforcement
SOME RISK	<ul style="list-style-type: none"> 1. Check in Check out 2. Check in Check out 3. Check in Check out 4. Check in Check out 	<ul style="list-style-type: none"> 1. Check in Check out 2. Check in Check out 3. Check in Check out 4. Check in Check out 	<ul style="list-style-type: none"> 1. Check in Check out 2. Check in Check out 3. Check in Check out 4. Check in Check out 	<ul style="list-style-type: none"> 1. Check in Check out 2. Check in Check out 3. Check in Check out 4. Check in Check out 	<ul style="list-style-type: none"> 1. Check in Check out 2. Check in Check out 3. Check in Check out 4. Check in Check out
LOW RISK	<ul style="list-style-type: none"> 1. Check in Check out 2. Check in Check out 3. Check in Check out 4. Check in Check out 	<ul style="list-style-type: none"> 1. Check in Check out 2. Check in Check out 3. Check in Check out 4. Check in Check out 	<ul style="list-style-type: none"> 1. Check in Check out 2. Check in Check out 3. Check in Check out 4. Check in Check out 	<ul style="list-style-type: none"> 1. Check in Check out 2. Check in Check out 3. Check in Check out 4. Check in Check out 	<ul style="list-style-type: none"> 1. Check in Check out 2. Check in Check out 3. Check in Check out 4. Check in Check out

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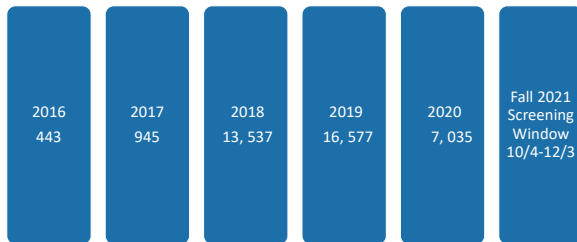
Teams and Decision Making

- Facilitation Tools To Review Data:
 - Growing the Green Guide
 - Tier 1 and Tier 2/3
 - Excel Tool To Track Interventions



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Screening Data Over Time



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Lessons Learned on the Journey

- Data Platform was AMAZING
- Scale up
- Implementation requires Professional Development/support yearly
- Establish/strengthen MTSS on Data Utilization
- Be mindful of the screening window
- Prepare for unexpected events and circumstances



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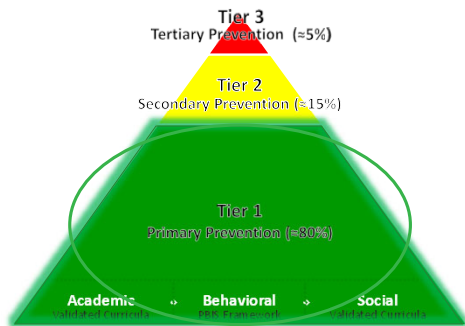


Transparency, Access, & Collaboration

Benefits of Integrated Tiered Systems

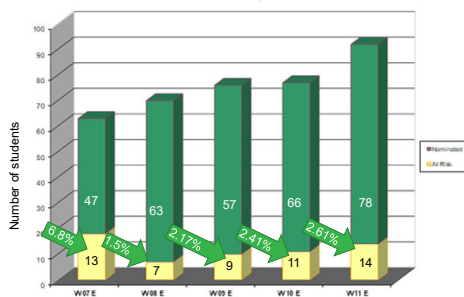
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Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009)



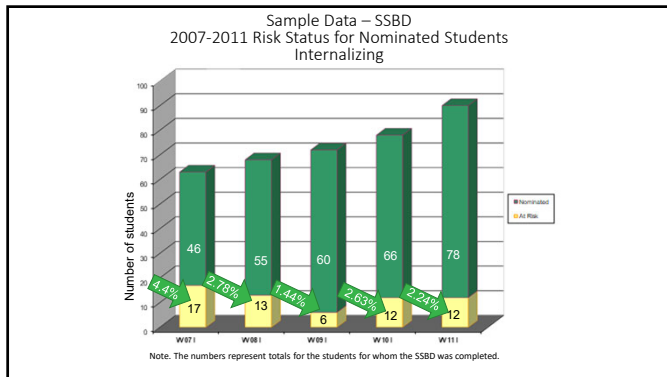
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Sample Data – SSBD 2007-2011 Risk Status for Nominated Students Externalizing



Note: The numbers represent totals for the students for whom the SSBD was completed.

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Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009)

		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1. DATE:		Student Risk Screening Scale: Internalizing and Externalizing (SRSS-IE) 2.0																	
2. TEACHER NAME:		ELEMENTARY USE																	
3. 0 = Never																			
4. 1 = Occasionally																			
5. 2 = Sometimes																			
6. 3 = Frequently																			
7. Use the above scale to rate each item for each student.																			
8. Student																			
9. Student Name		Student ID	Count	Internalizing	Externalizing	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE
10. Example: Smith, Sally		11111	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11. Student Name		Student ID	Count	Internalizing	Externalizing	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE
12. Student Name		Student ID	Count	Internalizing	Externalizing	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE
13. Student Name		Student ID	Count	Internalizing	Externalizing	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE
14. Student Name		Student ID	Count	Internalizing	Externalizing	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE
15. Student Name		Student ID	Count	Internalizing	Externalizing	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE
16. Student Name		Student ID	Count	Internalizing	Externalizing	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE
17. Student Name		Student ID	Count	Internalizing	Externalizing	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE
18. Student Name		Student ID	Count	Internalizing	Externalizing	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE
19. Student Name		Student ID	Count	Internalizing	Externalizing	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE
20. Student Name		Student ID	Count	Internalizing	Externalizing	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE
21. Student Name		Student ID	Count	Internalizing	Externalizing	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE
22. Student Name		Student ID	Count	Internalizing	Externalizing	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE
23. Student Name		Student ID	Count	Internalizing	Externalizing	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE
24. Student Name		Student ID	Count	Internalizing	Externalizing	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE	SRSS-IE

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SRSS-IE: Cut Scores

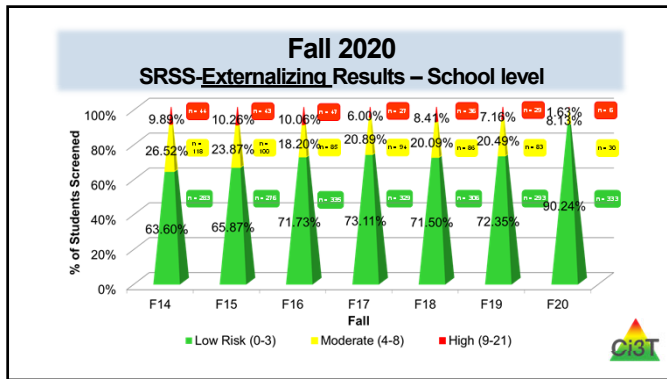
Elementary School		Middle and High School	
SRSS-E7	SRSS-I5	SRSS-E7	SRSS-I6
Items 1-7	Items 8-12	Items 1-7	Items 4, 8-12
0-3 = low risk	0-1 = low risk	0-3 = low risk	0-3 = low risk
4-8 = moderate risk	2-3 = moderate risk	4-8 = moderate risk	4-5 = moderate risk
9-21 = high risk	4-15 = high risk	9-21 = high risk	6-18 = high risk

Elementary School Levels
Lane, K. L., Oakes, W. P., Strouger, E. D., Schachtneider, C., Menzies, H., M., & Sanchez, J. (2015). Student risk screening scale for internalizing and externalizing behaviors: Preliminary cut scores to support data-informed decision making. *Behavioral Disorders, 40*, 159-170.

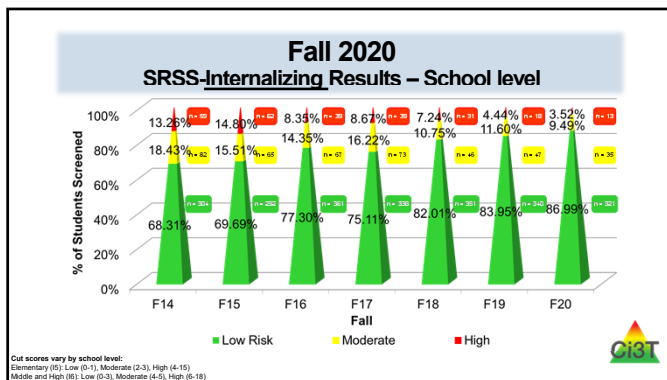
Middle and High School Levels
Lane, K. L., Oakes, W. P., Cantwell, E. D., Schachtneider, C., Menzies, H., Crittenden, M., & Messinger, M. (2016). Student Risk Screening Scale for Internalizing and Externalizing Behaviors: Preliminary cut scores to support data-informed decision making in middle and high schools. *Behavioral Disorders, 42*(1), 271-284.



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RESULTS:
SRSS-IE: **INTERNALIZING** SUBSCALE ELEMENTARY

Variable	Risk			Significance Testing
	Low M (SD) n	Moderate M (SD) n	High M (SD) n	
Fall Internalizing	34 (41.45) 459	8 (16.32) 2,070	139.11 450	L < M < H
Winter Internalizing	3.84 (7.37) 3,387	7.59 (6.03) 628	9.33 (10.03) 450	L < M, H M = H
Nurse Visits	0.0142 (0.15) 3,387	0.0510 (0.36) 628	0.0311 (0.20) 450	L < M, H M = H
In-School Suspensions				

Lane, Oakes et al. (2018)

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Screening Data: High School Yrs1-3

Fall-SRSSIE-I	Low	Moderate	High	Fall-SRSSIE-E	Low	Moderate	High
2016	80.28%	10.36%	9.36%	2016	89.56%	8.02%	2.42%
2017	90.18%	4.16%	5.66%	2017	91.29%	6.18%	2.54%
2018	90.91%	3.86%	5.23%	2018	92.22%	6.20%	1.58%
WTR-SRSSIE-I	Low	Moderate	High	WTR-SRSSIE-E	Low	Moderate	High
2016	87.25%	9.49%	3.26%	2016	87.25%	9.49%	3.26%
2017	86.14%	9.02%	4.85%	2017	86.14%	9.02%	4.85%
2018	88.79%	8.52%	2.69%	2018	88.79%	8.52%	2.69%



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SRSS-IE: INTERNALIZING SUBSCALE HIGH SCHOOL

Variable	Risk			Significance Testing
	Low M (SD) n = 2,379	Moderate M (SD) n = 123	High M (SD) n = 132	
Fall Internalizing	0.04 (0.1)	0.2	2.2	L < M, H M = H
Winter Internalizing	0.43 (3.1)	0.3	4.0	L < M, H M = H
In-School Suspensions	0.1	L < M, H M = H	0.42 (1.28)	L < M, H M = H

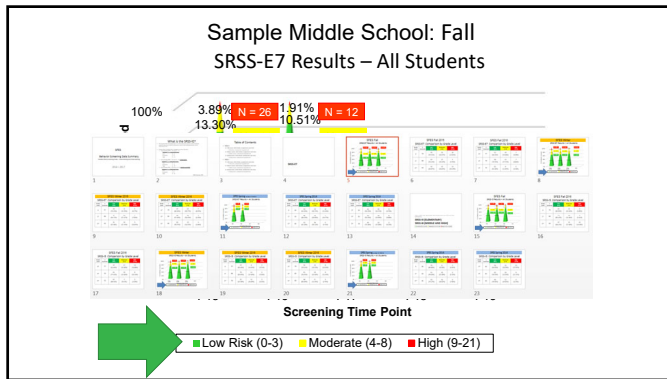
Lane, Oakes, Cantwell et al. (2018)

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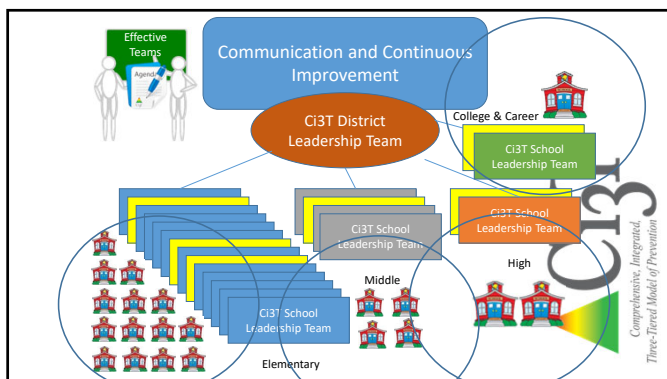


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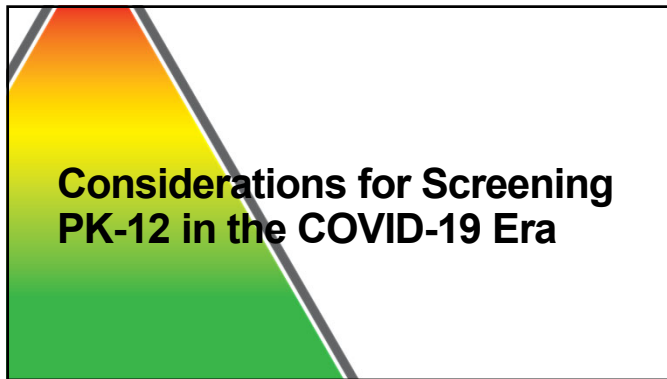
Data sharing...

- Schoolwide data
...decisions related to primary prevention efforts
- Grade / Department / Class
...implications for teachers' practice
- Individual student
...decisions about student-based interventions

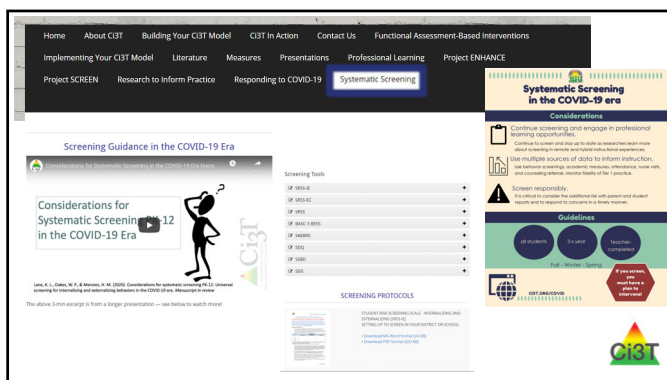
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Resources for screening available on PBIS.org...

Selecting a Universal Behavior Screening Tool: Questions to consider



Guidance for Systematic Screening: Lessons Learned from Practitioners



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Resources for screening available on PBIS.org...

Tips for Communicating with Your Community about Systematic Screening: What does your district and school leadership team need to know?



Screening Resources

Systematic Screening for Behavior: Resources to Inform Decision-Making Efforts

Priorities	Resources	Overview	Year
Screening for all students	Universal Screening for All Students	Learn about the importance of screening for all students and how to implement a universal screening process.	2019
Screening for students with disabilities	Screening for Students with Disabilities	Learn about the importance of screening for students with disabilities and how to implement a screening process.	2019
Screening for students at risk	Screening for Students at Risk	Learn about the importance of screening for students at risk and how to implement a screening process.	2019

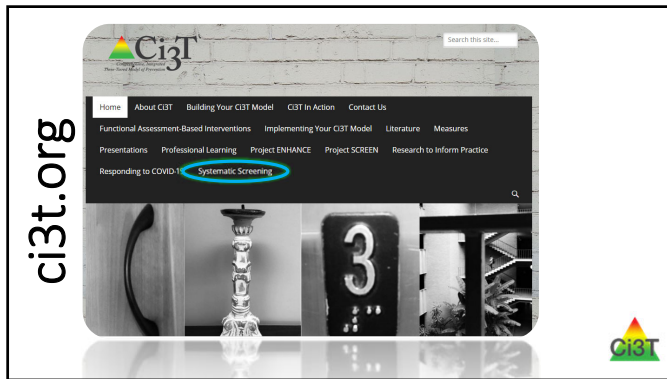
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Resources for screening available on PBIS.org...

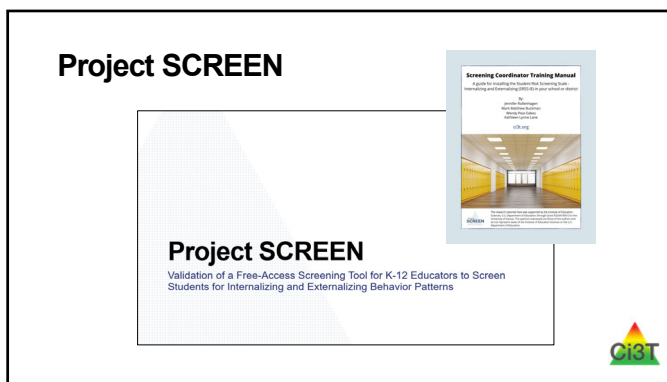
COMING SOON

- Installing a Universal Behavior Screening Tool: Questions to consider
- Interpreting Universal Behavior Screening Data: Questions to consider
- The Whys and Hows of Screening: Frequently Asked Questions for Families

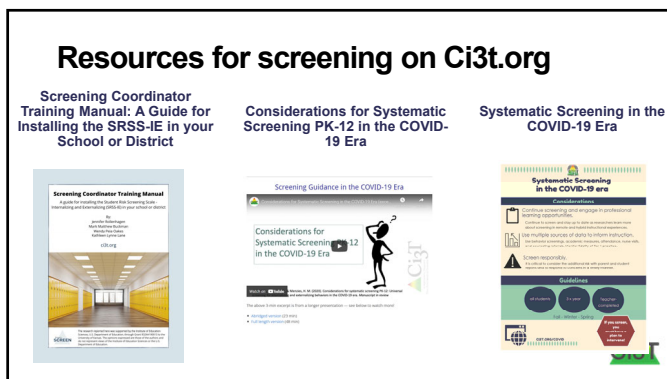
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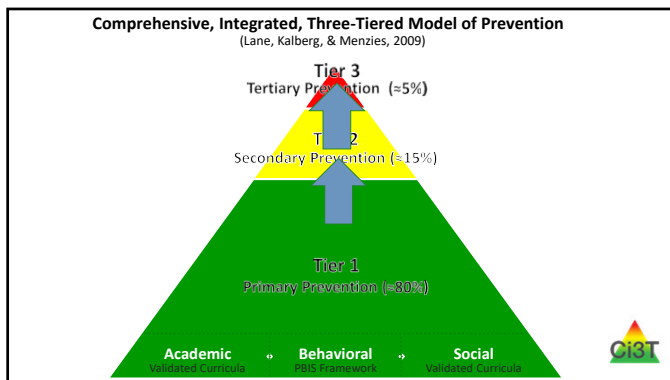
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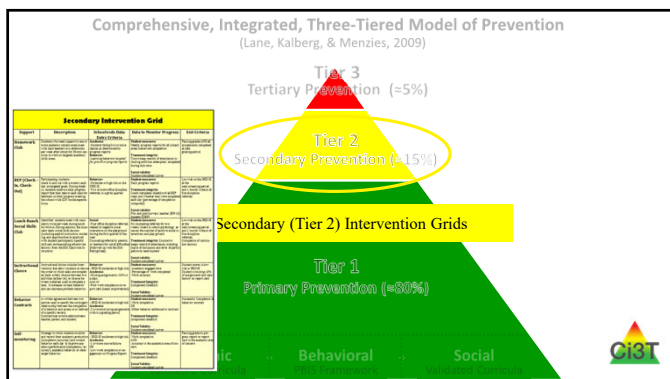
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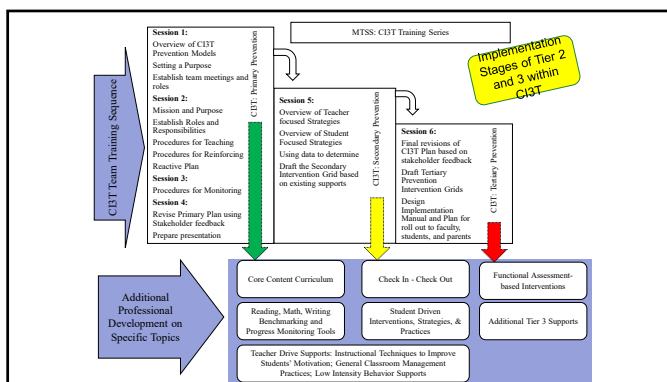
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Secondary (Tier 2) Intervention Grid For Middle and High School Students				
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Self-monitoring	Strategy implemented by student and teacher to improve academic performance (completion accuracy), academic behavior, or other target behavior.	Behavior: <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) or <input type="checkbox"/> SRSS-E7 score: High (9-21) or <input type="checkbox"/> 2 or more office discipline referrals (ODR) or <input type="checkbox"/> Skyward: 2 or more missing assignments AND/OR Academic: <input type="checkbox"/> Report card: 1 or more course failures or <input type="checkbox"/> AIMSweb: intensive or strategic level (math or reading) or <input type="checkbox"/> Below 2.5 GPA	Work completion and accuracy of the academic area of concern (or target behavior named in the self-monitoring plan) Passing grades on progress reports Social Validity: Teacher: TRP-15 Student: CTRP Treatment Integrity: Implementation & treatment integrity checklist	SRSS-E7 score: Low (1-3) Passing grade on progress report or report card in the academic area of concern (or target behavior named in the self-monitoring plan)

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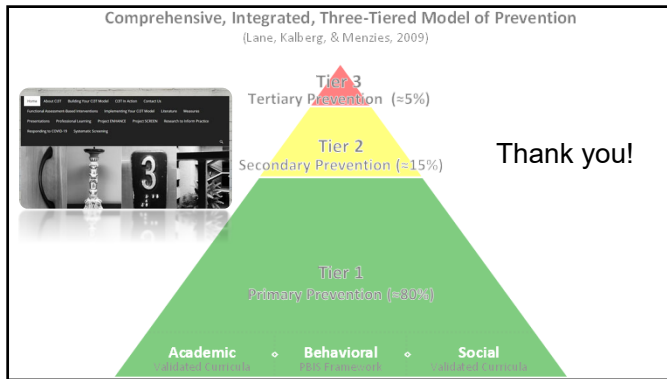


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Ci3T: Monitoring for Success: Using Data to Inform Instruction ... Action Planning

SCHOOL NAME Assessment Schedule												
Measure	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
School Demographics												
Student Demographic Information												
Screening Measures												
Student Outcome Measures - Academic												
Student Outcome Measures - Behavior												
Program Measures												
Social Validity												
Social Validity												
Treatment Integrity												
Treatment Integrity												

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Please Complete this Session's Evaluation

Session #A9 - Systematic Screening: Detecting & Supporting Students with Internalizing Behaviors

1. In the Event Platform/App: OR 2. QR Code

- In "Files" tab,
- In "Evaluations" in the navigation menu
- In "Chat"

AFTER YOU SUBMIT EACH SESSION EVALUATION, CLICK THE LINK TO ENTER THE GIFT CARD RAFFLE

SCAN ME

*Evaluations are anonymous!
We send reminder emails to all participants.*

Virtual PBIS Leadership Forum | #PBISForum October 26-28, 2021

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